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Resource Material For The French Immersion Information Meeting April 25, 1991

CA4ON HBL W26
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Resource Materials

for the

French Immersion Information Meeting

April 25, 1991

These materials are not reproduced in the May 2nd Development Agenda Materials

Please bring them to the May 2nd Development Meeting

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(from December, 1989 Development Committee)

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1990 01 16 Amended Report
(Incorporating Suggestions from Trustees Made at Development Committee Meeting on December 7, 1989)

Chairman and Members,
Development Committee,
Hamilton Board of Education

Ladies and Gentlemen,

Re: Development of a Strategic Plan for French Immersion for the Hamilton Board of Education

Background

In July, 1989, the following motion was passed by the board

(a) That a strategic plan for French Immersion in Hamilton be developed by administration during the 1989-1990 year with an interim report provided by December, 1989.

(b) That the plan be brought to the Development Committee for approval as soon as it can be accurately researched and prepared.

A committee has been struck (Appendix A) and several issues surrounding French Immersion have been identified for discussion (Appendix B).

The Task

The committee has begun by attempting to separate feelings and attitudes from very real problems which must be solved. An attempt has also been made to isolate the specific issues related to the French Immersion Program (Appendix C).

The following five broad areas are recommended for study

- design and structure of program and service to students
- advantages and disadvantages of operating single and dual track French Immersion schools
- policies and procedures under decentralization
- equity and access to program
- financial implications of the program, where possible

The Process

- Input will be invited in writing or in person from
  (a) staff
  (b) community
  (c) other trustees
  (d) students/parents (especially some who have finished the program)

- The provincial review of French Immersion, soon to be released, will be used as a resource.
- Information will be gathered and reviewed about the types of program and delivery offered in neighbouring boards.
- The studies and surveys conducted by the Hamilton Board of Education since 1975 will be reviewed, and the need for any further study determined.
- Current caps, boundaries, policies, procedures, and practices will not be constraints or blocks for the committee's thinking.
- The entire inventory of Hamilton Board of Education schools will be considered when recommending placement of French Immersion programs.

- The possibility of Middle Immersion and/or Extended Program will be explored.

- Suitable accommodation will be recommended for middle and secondary school program.

The Intent

It is our intent to bring a draft plan to the May Development Committee. In order to ensure that the direction of the committee meets the wishes of the trustees we request approval for the following recommendation.

Recommendation

Recommended that the Strategic Plan for French Immersion provide policy and direction for :

- **design and structure of program and service to students**
- **delivery of program (single and/or dual track schools)**
- **decentralization of delivery to areas**
- **equity and access to program**
- **funding**

APPENDIX A

Membership on Committee

Roles & Functions represented

- Trustees — Marion Lowe (mountain), Anne Stewart (city)
- Parents — Dan Gardiner, (Bill McArthur), Pat Ruddle
- Superintendent of Schools — Nancy Nicholls
- Finance representative — Greg Rutledge
- Principals — primary/junior, middle — Jacquie Diverty, David Gallagher, Jim Reid
- John Hill, Monique Martel, Gail Rappolt, Al Stockwell

* Students/Graduates/Teachers (to be canvassed)

APPENDIX B

Underlying Issues

Emotional Issues (must recognize that we have no control over them)

(a) French Immersion has become a target for anti-French language and anti-Quebec sentiment at all levels

national
provincial
local

(b) lack of understanding of legislation, outcomes, and relationship among
1. French as a First Language
2. Core French
3. EASL/D
4. Heritage Languages
5. Immersion Programs
6. Native Language Programming
7. Third Language Programs

(c) French Immersion has created a constant source of conflict where trustees have been put in no-win situations:
— registration
— accommodation
— transportation

Accommodation Issues (not unique to Immersion; affect all programs)

(d) recognition that in the last 2-3 years the Hamilton Board of Education has shifted from "an excess of accommodation" to "need for accommodation" separate from French Immersion programming
(a) demographics in neighbourhoods
(b) class size lowered
(c) type of instruction (activity based)
(d) growth in some areas
(e) new programs — library, computer, social work, EASL/D, etc.

(e) accommodation pressure on the system may increase as the provincial and national population shifts — hard to determine the extent of the demand for French Immersion

Equity and Access Issues

(f) current delivery of the French Immersion program creates perceived and real inequities for developing bilingualism:
— certain neighbourhoods have the program, others do not
— immersion and core have different starting points and develop different levels of language competency

(g) French Immersion is perceived to be more costly than English language program
- materials (print and equipment)
- capped at 25 (SK)
- class size (drop out)
- split classes in Middle School
- testing to assess program uses resources
- support staff (bilingual) is hard to acquire
- staffing and release time in dual-track schools

(h) conflict re single-track and dual-track programming
(a) is it really an issue of community school vs a centre?
(b) dual-track "can" create english/french immersion conflicts within the school related to accommodation, split classes and class size

(i) French Immersion is not a mandated program and is perceived by some as catering to a small segment of the population called "elitist".

(j) the Hamilton Board of Education needs to be seen as "in control of its business", not to be responding to vocal and articulate pressure groups

<u>Parent and School Issues</u>

(k) a sense of frustration among parents
— in general because they want the program to continue and see it as constantly "under fire".
— lack of knowledge about future locations of middle and secondary programs
— changes of location of program (when they have already moved to be close to a certain school)
— anxiety about space when registering their children for senior kindergarten
— concern about specific subjects which are taught in French

(l) regional differences in French Immersion delivery
— HWRCSSB — buses students to program; Early Partial (50/50) Program
— Wentworth County — has no French Immersion program
— Halton Public — has several sites and buses students; Early Partial (50/50) Program
— Halton RCSSB (separate) — Middle Immersion (Gr. 5-8)
— Hillfield/Strathallan College (K-13) — has no French Immersion program
— Lincoln County Board of Education
— late immersion (70%) 7-8
— continuing immersion (50%) Gr. 9-10
two subjects Gr. 11-12
— MacLachlan College (Oakville) (1-3) — no French Immersion program

(m) different "rules" re accommodation and bussing
(i) lower city has had community schools
(ii) mountain has had a long history of bussing for regular program

(n) student evaluation
— report cards
— reporting to parents
— clarity about objectives, outcomes

APPENDIX C

Areas Recommended for Study

Program

- definite commitment to the program on the part of the Board:
  - clear understanding of the program's objectives
  - appreciation of the teaching/learning circumstances and environment which are necessary for Immersion education

- review of program and instruction:
  - appropriate percentages of french/english instruction through the grades
  - appropriate subject complement for instruction in french/english (especially grade 6 → OAC)
  - understanding of workload for French Immersion teachers

- knowledgeable program support (superintendents, co-ordinators, consultants, services)

- mechanisms for providing French-speaking contacts and role models for Immersion students (e.g. contacts with francophones and bilingual anglophones)

- clearly differentiated purposes and outcomes of the French language programs offered by the HBE

Single and Dual-Track

- clear summary of the known advantages and disadvantages of delivering French Immersion through single and dual-track
  - students' experiences and outcomes
  - operations
  - community school vs centre
  - resources

Policies and Procedures Under Decentralization

- decentralization of delivery
  - acknowledgement of local constraints
  - meeting specific area and community needs
  - operations (timetabling, staffing, class size, P.T.R.)
  - clear direction regarding French Immersion sites for parents (elementary and secondary)

Equity and Access

- clear procedures for enrolment/registration
- well developed plans and directions for accommodation
- equitable access to the program
- equitable services available to all students regardless of program choice
- transportation
- enrolment projections

Financial Implications

- program costs (comparison of French Immersion with other programs)
  - materials (print and equipment)
  - SK capped at 25
  - class size (drop out)
  - bilingual support staff
  - single and dual track

  Note: May 1990 timeline might not be possible for complete financial analysis.

French Immersion Strategic Plan
Policies/Procedures
September 1991

1. Hamilton Board of Education Model

(a) The Hamilton Board of Education Early French Immersion program begins in senior kindergarten (Appendix A(i) and (ii)).

(b) The Hamilton Board of Education provides a continuous French Immersion program through to the OAC level (Appendix A(i) and (ii)).

(c) Students with some French competency, wishing to enter French Immersion at a time other than senior kindergarten, may request assessment.

2. School Organization

(a) Both dual-track and single-track settings are provided.

(b) The selection of dual-track or single-track is determined according to area and system accommodation circumstances.

(c) Class size, staffing and working conditions are determined by principals and superintendents of schools according to the collective agreement.

Past Practice

(a) A. M. Cunningham has been limited to one French Immersion senior kindergarten class of 25 students.

(b) Norwood Park and Sanford Avenue have no limits on senior kindergarten enrolment.

(c) All other schools with French Immersion have been limited to two senior kindergarten classes of 25 students each (total 50 students).

3. Registration Procedures

(a) The city is divided into attendance areas for French Immersion. The process for admission is congruent with that for regular program:

(i) pupils within the French Immersion attendance area

(ii) siblings of students in the program

(iii) pupils residing elsewhere in Hamilton

(iv) non-resident pupils

(b) (i) Advertising for French Immersion is part of the Hamilton Board of Education procedure for senior kindergarten registration.

(ii) This advertising takes place in the local newspapers in January and February (one Wednesday and one Saturday) for the following September registration.

(c) By early January all parents of children in junior kindergarten receive:

(i) information on the French Immersion program,

(ii) an announcement of the information meetings, and

(iii) details of the registration procedures.

(d) Information meetings are held during the month of February.

(e) Intent to register is conducted during the month of February.

(f) Confirmation of registration is completed by the first Friday in March.

4. Over-subscription for Senior Kindergarten

In the event that requests exceed the number of available senior kindergarten spaces in a given school, the Superintendent of Schools determines the resolution using the same options as for English senior kindergarten.

Past Practice

(a) In the event that requests exceed the number of available senior kindergarten spaces in a French Immersion school, parents are contacted and a registration date announced. Registration is then conducted on a first-come, first-served basis.

(b) Students on a senior kindergarten waiting list at their designated French Immersion school may be registered at a French Immersion school where there is available space.

5. Long Term Accommodation Issues

(a) Program Initiation: JK-5 Schools

(i) The Superintendent of Schools, in consultation with the Program Department and Accommodation Committee, initiates the designation of an additional JK–5 school within the area when **any of the following situations exist:**

- **inability of existing sites in the area to accommodate requests for entry to the program;**
- **requests from parents representing at least 20 potential Senior Kindergarten children to establish a French Immersion program in a specific site. (16 months lead time are required prior to the desired opening of an SK program in a new location.)**

(ii) A task force examines the feasibility of accommodating Early Immersion in a school based on enrolment projections and the criteria as outlined in Criteria for Site Location (Appendix B).

(iii) The task force reports to the Superintendent of Schools for decision.

(b) Program Initiation: Middle and Secondary Schools

(i) Administrative Council, in consultation with the Program Department and the Accommodation Committee, initiates the designation of an additional middle or secondary school for French Immersion within the system.

(ii) A task force examines the feasibility of accommodating middle or secondary program in a school based on enrolment projections and the criteria as outlined in Criteria for Site Location (Appendix B).

(iii) The task force reports to Administrative Council for decision.

(c) Program Phase-Out and/or Relocation: JK–5 Schools

(i) When senior kindergarten enrolment falls below 15 for a period of two consecutive years, the Superintendent of Schools forms a task force to recommend ***if***, ***when*** and ***how*** program phase-out and/or relocation will occur.

(ii) The task force reports to the Superintendent of Schools for decision.

(d) Program Phase-Out and/or Relocation: Middle and Secondary Schools

(i) When middle school or secondary school enrolment can no longer support the continuance of the French Immersion program in a school, Administrative Council forms a task force to recommend ***if***, ***when*** and ***how*** program phase-out, and/or relocation will occur.

(ii) Administrative Council may relocate programs for reasons other than enrolment to meet system needs. A task force recommends an alternative site or sites.

(iii) The task force reports to Administrative Council for decision.

6. Administration/Staffing

(a) Class organization, programming, staffing and timetabling in a school with French Immersion are the responsibilities of the Principal and Superintendent of Schools.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Teacher-Librarians and bilingual staff qualified in Physical Education and Music to schools with French Immersion.

7. Program

(a) The Co-ordinator of Languages includes French Immersion as one of the second-language responsibilities of this position.

(b) The French Immersion Consultant provides centralized program support.

(c) **Junior Schools**

(i) Classroom instruction in SK and Grade 1 is in French.

(ii) English Language Arts is introduced in Grade 2. As of September 1, 1991, the amount of instructional time for English Language Arts in Grades 2 and 3 will be a **minimum of 225 minutes per week.**

Past Practice

Grade 2 — 30-35 min./day (150-175 min./wk.)
Grade 3 — 45 min./day (225 min./wk.)

(Appendix C)

(iii) As of September 1, 1994, the amount of instructional time for English Language Arts in Grades 4 and 5 will be **a minimum of 300 minutes per week.**.

Past Practice

Grade 4 — 60 min./day (300 min./wk.)
Grade 5 — 75 min./day (375 min./wk.)

(Appendix C)

(d) **Middle Schools**

50% of classroom instruction is in French. Where choice of subjects for instruction in French is possible, the determination is made by the Principal in consultation with the Program Department and the Superintendent of Schools. (Appendix D(i) and (ii))

(e) **Secondary Schools**

(i) Students are able to study up to 40% of secondary course offerings in French language.

(ii) Alternative subject options are investigated, offered and implemented as approved by Superintendents.

(iii) In keeping with Ministry goals for French Immersion, student enrolment, and requests from students and parents, consideration is given to providing up to 50% of secondary course offerings in French language. (Appendix D(i) and (ii)).

8. Support Services

(a) Students requiring the assistance of a Learning Resource Teacher receive support through the LRT staff assigned to the school.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Learning Resource Teachers to schools with French Immersion.

(c) Students enrolled in French Immersion, whose needs require special assistance beyond the LRT, have access to:

(i) the special education services of the school as determined by the school D.A.R.T.,

(ii) psychological services as provided by the staff of the Department of Psychological Services, Hamilton Board of Education,

(iii) special education programs as recommended by an I.P.R.C. (If the recommendation is for a self-contained class, then the program is in English).

Note: The Gifted program for all students is currently under review.

Past Practice

French Immersion students, identified at the end of grade 3 as qualifying for Gifted program, have a choice:

(a) to remain in the regular French Immersion program

(b) to attend a self-contained Gifted program in English

9. Resources

(a) The Co-ordinator of Languages has responsibility for funding textbooks, instructional supplies and AV equipment necessary for new/additional classes.

(b) The Superintendent of Schools has responsibility for funding classroom equipment and classroom supplies for new/additional French Immersion classes.

(c) Computer software for French Immersion is acquired for schools through the combined efforts of the Computers in Education Department, Languages Department and the school principal.

(d) Library and Media materials for French Immersion are acquired for schools through the combined efforts of the school principal and the appropriate members of the Program Department.

(e) French Immersion adaptations of subject-based curricula are designed, developed and funded by the Program Department (Curriculum Development: Temporary Assistance).

10. Transportation

The Board's transportation policy applies to students in the French Immersion program. A five-year implementation plan is suggested.

Past Practice

There has been no transportation for students in the French Immersion Program.

APPENDIX A (i)

Hamilton Board of Education
Early French Immersion: Current Model

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1	All classroom instruction
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies • English Language Arts introduced in Gr. 2
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health • Amount of English instructional time increases yearly to end of Gr. 5
Gr. 6 - 8	a) 3 French Language Arts b) 3 Math c) 2 Science d) 1 Social Studies, 1 History and 1 Geography • 50% bilingual program in middle school.
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	up to 40% program 6 - 10 courses +1 - 2 Immersion OACs Note: Ministry minimum requirement • until June 1995; 6 + 1 OAC • after Sept. 1995; 9 + 1 OAC Full optional program available to French Immersion students.

Note: French Instruction is in white area.

APPENDIX A (ii)

Hamilton's Early French Immersion Program

Hamilton offers an Early French Immersion Program beginning in Senior Kindergarten. All classroom instruction in senior kindergarten and grade 1 is given in French. In grade 2 some English is introduced and in subsequent grades the percentage of time devoted to English instruction is increased. The curriculum for subjects taught in French is the same as in the regular English program.

Goals for French Immersion Program

(i) To realize the educational goals set forth by the Hamilton Board of Education and the Ontario Ministry of Education,

and at the same time,

(ii) To develop an ability in French at a level that permits the students:

(a) to communicate easily with French-speaking people,

(b) to understand and appreciate Canada's francophone heritage,

(c) to continue their educational development in French or English,

(d) to accept employment that requires French or English or a combination of the two languages.

Rationale for Early French Immersion Program

- An Early French Immersion program is an excellent way of achieving the goals set forth:

  —The curriculum for subjects taught in French in the junior and intermediate divisions requires an extensive French-language background and vocabulary developed through the primary years.

  —Local and national research has demonstrated that a French Immersion program begun in kindergarten does lead English-speaking children to an ability to communicate freely in French.

- The more hours that students spend studying in French, the higher their level of achievement is likely to be. *(Ontario's FSL Programs: Teaching & Learning French as a Second Language in the 1980s, p. 4)*

- The Ministry requirement of a minimum of 5,000 instructional hours by the end of the Immersion OAC can best be achieved through an Early French Immersion program.

APPENDIX B

Criteria for Site Location

A. • availability: vacant, leased or under-used sites — where space is available and where space is projected to remain available.

- accessibility: good traffic paths to the site — safety
- community support: demonstrated interest in enrolling
- accommodation to support program: gym, library, grounds (best interests of student's program)
- program and accommodation costs

B. • grouping: locating junior/middle/secondary sites within short distance of one another

- distribution: all areas' needs met in the city
- nearness to next school

C. • other considerations

	Location / Criteria	School A	School B	School C	School D
A.	Availability				
	Accessibility				
	Community Support				
	Accommodation to Support Program				
	Program and Accommodation Costs				
B.	Grouping				
	Distribution				
	Nearness to Next School				
C.	Other Considerations				

APPENDIX C

English Language Arts: Amount of Instructional Time

	1990-91	1991-92	1992-93	1993-94	1994-95 & thereafter
Gr. 2	30-35 min./day (150-175 min./wk.)	45 min./day	45 min./day	45 min./day	45 min./day (225 min./wk.)
Gr. 3	45 min./day (225 min./wk.)	45 min./day	45 min./day	45 min./day	45 min./day (225 min./wk.)
Gr. 4	60 min./day (300 min./wk.)	60 min./day	60 min./day	60 min./day	60 min./day (300 min./wk.)
Gr. 5	75 min./day (375 min./wk.)	75 min./day	75 min./day	75 min./day	60 min./day (300 min./wk.)

Rationale for Changes

JK–5 Schools:

(a) Primary Division

- 30 min./day is an inadequate instructional block in which to implement an effective English Language Arts program;
- increase to 45 min./day in Grade 2 is consistent with Ministry directions for English Language Arts within French Immersion programs.

(b) Junior Division

- the change from 75 min. to 60 min. in Grade 5 balances the increase in Grade 2;
- this change will also alleviate the "time pressure" in Grade 5 for subjects taught in French;
- consistent time allocations for English Language Arts in Grades 4 and 5 will facilitate timetabling.

APPENDIX D (i)

Hamilton Board of Education
Early French Immersion: Recommended Model

	0 10 20 30 40 50 60 70 80 90 100	*Implementation Timeline*
SK Gr. 1	All classroom instruction	*no change*
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies • **English Language Arts introduced in Gr. 2 Instructional time increased by 10% in Gr. 2.**	*Sept. 1991*
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health • **Amount of instructional time in English becomes the same in Grades 4 & 5.**	*Sept. 1994*
Gr. 6 - 8	a) 3 French Language Arts b) at least 2 Math c) at least 2 Science d) at least 1 Social Studies, 1 History and 1 Geography e) remainder of 50% program either more of b), c), d) or other subjects such as Visual Arts, P.E., Music, Guidance, etc. • **50% bilingual program in middle school.**	*Sept. 1991 or as staffing allows*
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	up to 50% program 9 - 13 courses +1 - 2 OACs Note: Ministry minimum requirement after Sept. 1995; 9 + 1 OAC **Full optional program available to French Immersion students.**	*Sept. 1994 or as approved by Superintendents*

Note: French Instruction is in white area.

APPENDIX D (ii)

Rationale for Changes

1. JK–5 Schools: English Language Arts

(a) Primary Division

- 30 min./day is an inadequate instructional block in which to implement an effective English Language Arts program;
- increase to 45 min./day in Grade 2 is consistent with Ministry directions for English Language Arts within French Immersion programs.

(b) Junior Division

- the change from 75 min. to 60 min. in Grade 5 balances the increase in Grade 2;
- this change will also alleviate the "time pressure" in Grade 5 for subjects taught in French;
- consistent time allocations for English Language Arts in Grades 4 and 5 will facilitate timetabling.

2. Middle Schools

- greater freedom in determining subjects for instruction in French and English through Grades 6, 7 and 8 will provide principals with more flexibility in assigning staff and in arranging timetables.

3. Secondary Schools

- greater variety of offerings in French language will allow students to select subjects in French or in English according to their personal goals and needs;
- larger selection of courses in French will provide flexibility in timetabling.

APPENDIX E

What are the Ministry's goals for French-as-a-second-language?

- to increase the basic level of knowledge of French among pupils in English-language schools;
- to provide increased opportunities for students who have the interest and ability to achieve a meaningful level of bilingualism;
- to develop in our young people an increased appreciation for the presence of French as a major cultural element in Canadian life.

These goals apply to Core, Extended and Immersion programs.

What kinds of French-as-a-second-language programs (FSL) does the Ministry encourage and support?

Core French

Students study the French language forty minutes a day from Grade 4 to Grade 8 (600 hours). Students intending to earn the Ontario Secondary School Diploma are required to complete at least one credit course in French (120 hours).

Mandated for all students province wide except for those in Extended or Immersion programs.

Minimum program = 600 + 120 = 720 hours
Complete sequence = 600 + 480 (OAC I) = 1080 hours
600 + 600 (OAC I & II) = 1200 hours

Extended French

Students study the subject of French for forty minutes a day and also take, for the full year, at least one other complete subject in which French is the language of instruction.

Not offered by the Hamilton Board of Education.

Minimum program = 2100 hours (upon completion of OAC I)

Immersion French

Students take half or more of their total school program in French for at least one year. They study the language and two or more other subjects taught in French.

Hamilton offers an Early French Immersion Program beginning in senior kindergarten.

Minimum program = 5000 hours (upon completion of OAC I)

APPENDIX F

What are the expected learning outcomes for Core French and Immersion French?

Core French

After 1080 – 1200 hours of French instruction, the successful student:

- has a fundamental knowledge of the language—an active vocabulary of 3000 to 5000 words and about 100 basic sentence patterns;
- can participate in simple conversation;
- can read, with the aid of a dictionary, standard texts on subjects of interest;
- is capable of resuming the study of French in later life if the desire or need arises;
- has developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians.

This basic achievement level is a reasonable expectation for students who follow a core program of forty minutes per day for ten years, or the equivalent.

Immersion French

After 5000 hours of French instruction, the successful student:

- could take further education with French as the language of instruction at the college or university level—that is, understand lectures, write papers, and take part in class discussions;
- could accept employment using French as the working language or live in a French community after a short orientation period;
- can participate easily in conversation;
- understands and appreciates the emotional attitudes and commonly held values of members of a French-speaking community.

This top achievement level should be attainable through immersion programs in which French is not only the medium in which subjects are taught, but also the means of communication in the classroom and, as much as possible, beyond the classroom. Students striving to attain this level also need opportunities to interact with their French-speaking peers through exchanges, summer camps, or travel.

(Ontario's FSL Programs: Teaching and Learning French-as-a-second-language in the 1980s, pages 4 and 5.)

APPENDIX G (i)

An Evaluation of the French Immersion Program in Hamilton
Summary of Findings (1975–1988)

The Research Services Department has conducted a continuing evaluation of the French Immersion program since its beginning in 1975. Tests of achievement, both in English and in French, and tests of mental ability have been administered each year in selected grade levels. Parents' opinions about the program were obtained by means of questionnaires in each of the first five years of the program, and again in the years 1982 to 1984. As well, the opinions of secondary students and their parents were gathered through questionnaires in the spring of 1987. The table on Appendix I (ii) indicates the cognitive skill areas and the grade levels which have been tested in each of the thirteen years from 1975-76 to 1987-88.

After ten years of rapid growth, the number of new students entering French Immersion has remained constant for the past five years (September 1985 to 1989). Pupil retention within the program continues at a very high level.

Tests of mental ability reveal that the French Immersion pupils, as a group, are well above average in the ability to do school work. The program continues to attract a high representation of very capable children. However, there is no evidence to suggest that children with average or below average ability achieve less well in an immersion program than they would in a regular class.

The immersion pupils have performed very well on the achievement tests administered in English. Reading Vocabulary and Language Expression are two of the areas of greatest strength on the Canadian Achievement Test in both grade six and grade eight. The weakness in English spelling skills, which has been evident at the primary and junior grade levels, has disappeared completely before grade eight.

The immersion pupils' results on the French comprehension tests have been satisfactory at all grade levels tested.

APPENDIX G (ii)

	Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Mental Ability	116.9	-	117.7	-	114.5	-	117.1	-	-
Reading (Eng.)	81st %ile	60th %ile	62nd %ile	74th %ile	60th %ile	68th %ile	72nd %ile	79th %ile	77th %ile
Math. (Eng.)		50th %ile	70th %ile	71st %ile	60th %ile	69th %ile	78th %ile	67th %ile	76th %ile
French Compre.	45th %ile*	65th %ile*	59th %ile*	56th %ile*	52nd %ile*	56th %ile*	42nd %ile*	**	**
	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Mental Ability	115.3	-	115.1	-	118.7	-	116.3	-	-
Reading (Eng.)	70th %ile	50th %ile	48th %ile	-	-	-	-	-	76th %ile
Math. (Eng.)		54th %ile	66th %ile	-	-	-	-	-	74th %ile
French Compre.	46th %ile*	75th %ile*	59th %ile*	-	-	-	-	-	**
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Mental Ability	114.1	113.5	116.2	-	114.0	-	111.7	-	-
Reading (Eng.)	78th %ile	50th %ile	48th %ile	-	50th %ile	-	-	-	70th %ile
Math. (Eng.)		54th %ile	66th %ile	-	-	-	-	-	63rd %ile
French Compre.	56th %ile*	77th %ile*	34th %ile*	58th %ile*	44th %ile*	-	-	-	**
	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Mental Ability	118.1	113.9	118.7	-	113.5	-	114.9	-	-
Reading (Eng.)	83rd %ile	-	56th %ile	-	68th %ile	-	69th %ile	-	74th %ile
Math. (Eng.)		-	70th %ile	-	58th %ile	-	50th %ile	-	71st %ile
French Compre.	55th %ile*	-	47th %ile*	-	66th %ile*	-	-	-	**
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Mental Ability	116.7	113.5	117.2	107.2	-	-	110.0	-	-
Reading (Eng.)	75th %ile	-	46th %ile	-	64th %ile	-	67th %ile	-	-
Math. (Eng.)		-	63rd %ile	-	46th %ile	-	53rd %ile	-	
French Compre.	62nd %ile*	-	40th %ile*	-	43rd %ile*	-	-	-	-
	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	
al Ability	118.0	109.05	-	111.8	-	-	113.1	-	
Reading (Eng.)	74th %ile	-	50th %ile	-	-	-	71st %ile	-	
Math. (Eng.)		-	80th %ile	-	-	-	53rd %ile	-	
French Compre.	55th %ile*	-	36th %ile*	-	-	-	-	-	
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88		
Mental Ability	116.5	-	-	106.8	-	-	108.5		
Reading (Eng.)	81st %ile	-	53rd %ile	57th %ile	-	-	64th %ile		
Math. (Eng.)		-	68th %ile	63rd %ile	-	-	39th %ile		
French Compre.	43rd %ile*	-	34th %ile*	-	-	-	-		
	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88			
Mental Ability	118.2	-	-	114.9	-	-			
Reading (Eng.)	84th %ile	-	-	68th %ile	-	-			
Math (Eng.)		-	-	67th %ile	-	-			
French Compre.	-	63rd %ile*	55th %ile*	54th %ile*	49th %ile*	-			
	1983-84	1984-85	1985-86	1986-87	1987-88				
Mental Ability	117.1	-	-	111.7	-				
Reading (Eng.)	-	-	-	57th %ile	-				
Math. (Eng.)	-	-	-	68th %ile	-				
French Compre.	41st %ile*	62nd %ile*	56th %ile*	47th %ile*	-				
	1984-85	1985-86	1986-87	1987-88					
Mental Ability	119.5	-	-	115.4					
Reading (Eng.)	-	-	-	61st %ile					
Math. (Eng.)	-	-	-	62nd %ile					
French Compre.	-	-	44th %ile*	-					
	1985-86	1986-87	1987-88						
Mental Ability	115.9	-	-						
	1986-87	1987-88							
Mental Ability	114.6	-							
	1987-88								
al Ability	114.0								

* Percentile Ranks based on medians rather than means.
** Percentile norms are not available.

APPENDIX H (i)

Halton Public Board

Extended French Program (Late Immersion)

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1 Gr. 2 Gr. 3	**No French instruction**
Gr. 4 Gr. 5 Gr. 6	Core French 40 min. per day
Gr. 7 Gr. 8	French Lang. Arts, Math, History, Geography, Guidance
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 9 Courses +1 Extended OAC

Halton Public Board

Early Partial French Immersion

	0 10 20 30 40 50 60 70 80 90 100
SK	**No French instruction**
Gr. 1 Gr. 2 Gr. 3	French Lang. Arts, Environmental Studies, Music, P.E. & Health
Gr. 4 Gr. 5 Gr. 6	French Lang Arts, Science, Social Studies, P. /E. & Health, Visual Arts
Gr. 7 Gr. 8	French, Mathematics, History, Geography, Guidance
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 9 Courses +1 Immersion OAC

English Language Arts introduced in Grade 1

APPENDIX H (ii)

Brant County Board of Education
Early French Immersion

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1	All classroom instruction
Gr. 2 Gr. 3	French Lang. Arts, Math, Visual Arts, Environmental Studies
Gr. 4 Gr. 5 Gr. 6	French Language Arts, Math, Visual Arts, Social Studies, Science, Health
Gr. 7 Gr. 8	French Lang. Arts, Math, History, Geography, Visual Art, Drama
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 10 Courses +1 - 2 OACs

English Language Arts introduced in grade 2

Investigation re adding an Extended French Program is currently underway.

Halton Roman Catholic Separate School Board
Extended French Program

	0 10 20 30 40 50 60 70 80 90 100
SK	No French Instruction
Gr. 1 Gr. 2 Gr. 3	Core French 20 min. per day
Gr. 4	Core French 40 min. per day
Gr. 5 Gr. 6	French Lang. Arts, Science, Social Studies, one of Music/P.E./Visual Arts
Gr. 7 Gr. 8	French Lang. Arts, Geography, History, one of Science/ Math one of Music/Visual Arts
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 Courses +1 Extended OAC

APPENDIX I

Ontario Boards with French Immersion:

Brant Co. B. of E.	Brantford
Brant Co. RCSSB	Brantford
Bruce-Grey Co. RCSSB	Hanover
Carleton B. of E.	Ottawa/Carleton
Carleton RCSSB	Ottawa/Carleton
Cochrane-Iroquois Falls B. of E.	Iroquois Falls
Cochrane-Iroquois Falls District RCSSB	Iroquois Falls
Conseil des Ecoles Séparées Catholiques de Hearst	Hearst
Dryden B. of E.	Dryden
Dryden District RCSSB	Dryden
Dufferin-Peel RCSSB	Mississauga
Durham B. of E.	Oshawa
Durham Region RCSSB	Oshawa
East Parry Sound B. of E.	South River
East York B. of E.	Toronto
Elgin Co. B. of E.	St. Thomas
Essex Co. B. of E.	Essex
Etobicoke B. of E.	Toronto
Fort Frances-Rainy River RCSSB	Fort Frances
Frontenac Co. B. of E.	Kingston
Frontenac-Lennox & Addington Co. RCSSB	Kingston
Geraldton District RCSSB	Geraldton
Grey Co. B. of E.	Markdale
Halton B. of E.	Burlington
Halton RCSSB	Burlington
Hamilton B. of E.	Hamilton
Hamilton-Wentworth RCSSB	Hamilton
Hastings Co. B. of E.	Belleville
Hastings-Prince Edward Co. RCSSB	Belleville
Huron-Perth Co. RCSSB	Dublin
Kapuskasing B. of E.	Kapuskasing
Kapuskasing District RCSSB	Kapuskasing
Kenora District RCSSB	Kenora
Kent Co. B. of E.	Chatham
Kirkland District RCSSB	Kirkland Lake
Kirkland Lake B. of E.	Kirkland Lake
Lake Superior B. of E.	Marathon
Lakehead B. of E.	Thunder Bay
Lakehead District RCSSB	Thunder Bay
Lambton Co. B. of E.	Sarnia
Lanark Co. B. of E.	Perth
Lanark, Leeds & Grenville Co. RCSSB	Smiths Falls
Leeds & Grenville Co. B. of E.	Perth
Lennox & Addington Co. B. of E.	Napanee
Lincoln Co. B. of E.	St. Catharines
London B. of E.	London
London and Middlesex Co. RCSSB	London
Metropolitan Separate S.B.	Toronto
Middlesex Co. B. of E.	Hyde Park
Niagara South B. of E.	Welland
Nipissing B. of E.	North Bay
Nipissing District RCSSB	North Bay
North of Superior District RCSSB	Marathon
North Shore B. of E.	Elliot Lake
North Shore District RCSSB	Elliot Lake
North York B. of E.	Toronto
Northumberland & Newcastle B. of E.	Cobourg
Ottawa B. of E.	Ottawa
Ottawa RCSSB	Ottawa
Oxford Co. RCSSB	Woodstock
Peel B. of E.	Mississauga
Peterborough Co. B. of E.	Peterborough
Peterborough-Victoria-Northumberland & Newcastle RCSSB	Peterborough
Prescott-Russell B. of E.	Hawkesbury
Renfrew Co. B. of E.	Pembroke
Renfrew Co. RCSSB	Pembroke
Sault Ste. Marie B. of E.	Sault Ste. Marie
Sault Ste. Marie District RCSSB	Sault Ste. Marie
Scarborough B. of E.	Toronto
Stormont, Dundas & Glengarry Co. B. of E.	Cornwall
Stormont, Dundas & Glengarry RCSSB	Cornwall
Sudbury B. of E.	Sudbury
Sudbury District RCSSB	Sudbury
Timiskaming B. of E.	New Liskeard
Timiskaming District RCSSB	New Liskeard
Timmins B. of E.	Timmins
Timmins District RCSSB	Timmins
Toronto B. of E.	Toronto
Victoria Co. B. of E.	Lindsay
Waterloo Co. B. of E.	Kitchener
Welland Co. RCSSB	Welland
Wellington Co. B. of E.	Guelph
West Parry Sound B. of E.	Parry Sound
Windsor B. of E.	Windsor
York Region B. of E.	Richmond Hill
York Region RCSSB	Richmond Hill
York, B. of E. for the City of	Toronto

The Immersion Registry 1989/90: Canadian Parents for French, pp. 24-25.

Appendix J

1990 10 30

Summary of French Immersion Program Questionnaire

- To assist the Strategic Planning Committee with **program issues** a comprehensive questionnaire was prepared in March, 1990, and distributed to all constituents of the French Immersion program: parents, teachers, students, administration and other personnel.

- In June, 1990, all questionnaires returned to the Assistant Superintendent of Curriculum were studied and the respondents' opinions, comments and suggestions were summarized by a combined Board/Parent committee:

  Mrs. Kathy Brownlow — Parent
  Mrs. Jacquie Diverty — Principal (Glen Echo)
  Mrs. Norine Galvin — Parent
  Mr. John Hill — Co-ordinator (Languages)
  Mrs. Hinda Levine — Parent
  Mrs. Monique Martel — Consultant (French Immersion)
  Mrs. Anne-Marie Metford — Teacher and Head of Department (French Immersion)
  Mrs. Pat Ruddle — Parent

  The raw data is extensive (78 pages) and is available by contacting the Languages Department of the Board of Education for the City of Hamilton.

- In September and October, 1990, a summary of the prevalent opinions and suggestions contained in the data was prepared by a subcommittee:

  Mrs. Jacquie Diverty
  Mr. John Hill
  Mrs. Anne-Marie Metford
  Mrs. Pat Ruddle

It is important to note that this program summary represents the perceptions and opinions only of those who responded to the questionnaire.

- The Strategic Planning Committee considered the points of view expressed in the program summary carefully as recommendations were formulated. Also considered were the results of previous Board questionnaires (1977, 1982, 1983, 1987) as well as local, provincial and national research.

FRENCH IMMERSION PROGRAM QUESTIONNAIRE

A - NUMBER OF RESPONDENTS

- 158 individual parents — representing a total of 266 Immersion students
- 4 parent groups — representing a total of 8 Immersion schools
- 15 individual teachers — working in French Immersion (all divisions), Core English, Music
- 4 teacher groups — representing all divisions - Primary, Junior, Intermediate, Senior
- 3 Immersion students — graduates or in last year of secondary school
- 5 Others — individual principals, co-ordinators, support staff

B- REPRESENTATION BY SCHOOL

Note: Respondents were asked to indicate the school(s) with which they are or have been associated. One respondent could indicate more than one location.

	Indiv. Parents	Parent Groups	Indiv. Teachers	Teacher Groups	Students	Other
• A. M. Cunningham	23	1	2			1
• Earl Kitchener	55	3	3	2	3	1
• Glen Brae	7	1	4	1		1
• Glen Echo	19	2		1		1
• G. R. Allan	33	2	2			1
• Norwood Park (Pauline Johnson, Cardinal Heights)	44	1	3	2	3	3
• Peace Memorial	7					2
• Ryerson	35	1	2		3	1
• Sanford Avenue	4		2			
• Westdale	27	1		1	5	3

Section A: School Organization and Social Setting

1. Respondents were asked to indicate the advantages and disadvantages of dual-track and single-track French Immersion settings. **The summary below reflects the opinions and perceptions most frequently stated.**

Results: a) Dual-track School (both the French Immersion program and the regular English program are provided within the same school)

Advantages

- Potential exists for Immersion students to attend the same school with neighbourhood friends and other family members who may be in the regular program;
- Students who leave the Immersion program may continue in the same building;
- A smaller catchment area reduces the need to transport students and increases the probability that students may attend a community school;
- Equal integration of two languages may increase the potential for greater understanding and appreciation of bilingualism.

Disadvantages

- Potential exists for Immersion students and staff to feel different from those in the regular English program and for the program to be viewed as elitist;
- Pressures on classroom space may create conflicts with parents in the regular program;
- Difficulties may occur around timetabling, resources, fragmentation of staff, cost, subject specialists and bilingual resource people;
- Social interaction tends to occur in English outside of the classroom.

Results: b) Single-track School (all of the students attending the school are involved in the French Immersion program)

Advantages

- All students are in the same program and tend not to feel different;
- Potential exists to use French within the total life of the school, i.e. out-of-class activities, P.E., Music;
- Administration and staff are perceived as being able to concentrate their efforts on one program.

Disadvantages

- Potential exists for the program and single-track setting to be viewed as elitist;
- Immersion students are separated from their neighbourhood friends and peers not in the program;
- Students who leave the program must change schools;
- A large catchment area may increase the need to transport students.

Section B: Program Organization and Instruction

Junior Schools (SK - Grade 5)

Respondents were asked to comment upon the current instructional patterns for English Language Arts, Physical Education, Vocal Music and Library.

Results:

2. English Language Arts

Current Pattern

SK	0 minutes	Grade 3	45 min./day (225 min./wk.)
Grade 1	0 minutes	Grade 4	60 min./day (300 min./wk.)
Grade 2	30-35 min./day (150-175 min./wk.)	Grade 5	75 min./day (375 min./wk.)

a) Introductory grade for English Language Arts
- The majority of respondents indicate that no change is necessary;
- Those indicating change tend to request an earlier start.

b) Amount of instructional time for English Language Arts
- The majority of respondents indicate that no change is necessary;
- Those indicating change request more instructional time particularly in the primary division.

3. Respondents were asked to indicate whether French or English should be the language of instruction and interaction for Physical Education, Vocal Music and Library Services.

Results:

a) Physical Education
- Support exists for teaching P.E. in both languages;
- Reasons given for teaching P.E. in English are: safety, availability of qualified staff and need for a change of pace;
- Exposing students to specialized terminology is the prime reason given for teaching P.E. in English and in French.

b) Vocal Music
- The majority states that bilingual exposure to Music is important for students to enjoy the music of both cultures;
- The reason given for teaching Vocal Music in French is to increase French Language proficiency.

c) Library Services
- The majority indicates that bilingual library services should be available in French Immersion schools.
- Reasons:
  - — interaction between teacher-librarian and students should be "language appropriate";
  - — teacher-librarians must be able to function in both languages in order to review and purchase materials.

Section B: Program Organization and Instruction (cont'd)

4. Middle School (Grades 6, 7, 8)

5. Secondary School (Grades 9 - 12/OAC)

Respondents were asked to comment upon current instructional patterns in French:

Middle School (50% program)

Gr. 6
- French Language Arts
- Mathematics
- Social Studies

Gr. 7
- French Language Arts
- Mathematics
- History
- Science

Gr. 8
- French Language Arts
- Mathematics
- Geography
- Science

Secondary School (40% program: 12 out of 30 credits)

Gr. 9 & 10
- French Language Arts (2 credits)
- Mathematics (1 - 2 credits)
- History (1 credit)
- Geography (1 credit)
- Science (1 credit)

Gr. 11 & 12/OAC
- French Language Arts (2-3 credits)
- Dramatic Arts (1 credit)
- Creative Writing (1 credit)
- Society: Challenge & Change (1 credit)

Results:

- The majority indicates that no change is necessary;
- Those indicating change request that:
  - i) Mathematics and Science should be taught in both languages alternating through the grades;
  - ii) Mathematics and Science should be taught in English only;
  - iii) the number and variety of secondary courses available in French should be increased; caution is also expressed about feasibility and cost.

Section C: Program Outcomes

6. Respondents were asked to comment upon the French proficiency and English proficiency of Immersion students at the end of Grade 5, Grade 8 and secondary school.

Results:

- Proficiency in both languages is rated in the average to high range.

Section D: Support Services

Respondents were asked to comment upon the need for:

7. a bilingual Learning Resource Teacher (for students who require remedial assistance in English and/or in French)

and

8. a bilingual Gifted Learning Resource Teacher (for students who require alternative learning experiences and challenges in English and/or in French).

Results: Bilingual LRT

- The majority requests a bilingual LRT;
- Reasons:
  - i) learning problems are not necessarily related to language;
  - ii) children with learning disabilities should be allowed to continue in the program with assistance in whichever language is appropriate.

Results: Bilingual Gifted LRT

- The majority requests that bilingual Gifted support be provided for identified students in order to relieve the conflict of choosing between the self-contained Gifted English program and remaining in French Immersion;
- Concerns expressed are: i) cost;
  ii) availability and quality of staff;
- Those indicating that Gifted service is not necessary equate French Immersion with enrichment.

Section E: Resources

9. Respondents were asked to comment upon the quality of:

   a) student learning materials in French;

   b) student learning materials in English;

   c) computer programs for subjects taught in French;

   d) computer programs for subjects taught in English;

   e) bilingual library resources.

Results:

- Student learning materials and library resources in French and English are rated in the average to high range;
- Computer programs for subjects taught in English are rated in the average to high range;
- Computer programs for subjects taught in French are rated in the low to average range.

Section F: Sociolinguistic Contacts

10. Respondents were asked to suggest ways to increase French Immersion student contacts with francophones and other bilinguals.

Results:

- The majority of suggestions are extremely positive and include such activities as:
  - — exchanges with francophone students (local, provincial, national, international);
  - — linking with francophone schools (sports, music, public speaking / debates, electronic mail);
  - — penpals;
  - — involvement with the francophone community inside and outside of school;
  - — participation in cultural events involving French and French-Canadian music, drama, films and literature.

Section G: Teacher Workload

11. School personnel were asked to comment on Teacher Workload under the following headings:

a) resource materials available/not available;

b) subject specialists (middle & secondary schools) who teach the same subject in both languages;

c) middle and secondary school teachers who are responsible for several subjects taught in French;

d) other duties assigned (junior schools) while Immersion classes are taking Core English;

e) other comments.

Results:

a) resource materials
- sometimes insufficient to support the requirements of the course outline;
- may be available in English and require translation by the Immersion teacher (time consuming and frustrating);
- lack of a bilingual teacher-librarian results in the Immersion teacher being responsible for ordering, co-ordinating and selecting the necessary resources;

b) specialist teaching same subject in both languages
- meeting and planning time are increased;

c) non-specialist teaching several subjects in French
- several preparations increase planning time;
- lack of subject expertise increases preparation time;

d) other duties assigned during Core English instructional time
- the majority of teachers are re-assigned to a variety of school responsibilities (teaching other classes/subjects, library, remediation under the direction of the LRT, computer instruction, etc.).

Cost Analysis

FRENCH IMMERSION COST ANALYSIS

BACKGROUND

One of the areas recommended for study by the French Immersion Planning Committee was to determine the cost of the French Immersion program. After considerable discussion, we knew that the determination and presentation of the financial implications would not be an easy task. What costs are to be included? and what comparisons? were difficult questions to answer. The issue became a definition of costs.

In Education Canada, an article entitled "Fiscal Costs of Curriculum Mandates" makes the following references to finances. "What are these costs that we are talking about that must be taken into consideration? The researchers (cf Desjarlais)[1] believe that there are two types of differential costs of providing education:

1. The actual differential costs (ie expenditures) incurred by a school board during the year, whether those expenditures are evident or hidden.

2. The estimated differential costs for additional services and materials needed by a board in order to promote a level of service which will provide a quality education as mandated."

After a review of the cost implications reported by other boards, there seems to be no universal method of costing educational programs.

Our approach was to identify the additional costs and additional revenues attributable to the French Immersion program. This approach does not include the costs and revenues that would continue regardless of this program. That is, French Immersion pupils are of compulsory school age and have to be educated. For example, contractual obligations, administration, support services and provincial grants (ceilings) would be ongoing costs and revenues. As a result, our focus was to identify the variable costs.

On the following pages, additional expenditures and revenues for the French Immersion program have been identified and summarized.

Reference 1

1. L. Desjarlais, The Cost of Provincial Instruction in French Language Instructional Units
(Toronto, Ontario Ministry of Education, 1977)

FRENCH IMMERSION COST ANALYSIS*

	1989 Budget**	1989 Actual**	1990 Budget**
Salaries & Wages			
Supervisory & Admin.	$ 59,000	$ 59,000	$ 62,500
Instructional(1)(2)	80,000	80,000	-
Curriculum Development	1,200	1,200	3,100
Books, Films & Software			
Textbooks & Teaching -Elem.	134,300	127,500	85,200
Materials(3) -Sec.	10,000	9,800	7,500
Library Books(4)-Elementary	69,800	69,800	91,000
-Secondary	7,500	7,500	5,600
Supplies & Services			
Elementary	38,300	20,200	43,500
Secondary	1,500	1,200	1,000
Equipment			
Elementary	27,400	16,400	27,900
Secondary	-	-	-
Rentals(5) -Elementary	-	-	-
Total Expenditures			
Elementary	402,900	367,100	305,700
Secondary	26,100	25,500	21,600
	$ 429,000	$392,600	$327,300
evenue(6)			
lementary-Grant	259,100	259,100	298,100
econdary -Grant	24,100	24,100	22,800
	$ 283,200	$283,200	$320,900
Excess Expenditures over Revenue	$ 145,800	$109,400	$ 6,400***

* **Expenditures and revenues which continue regardless of the existence of this program are not included in this analysis, eg. teachers, principals, caretaking, cleaning, energy etc.**

** Included in this analysis are the **additional** expenditures and revenues incurred as a result of the French Immersion program. This analysis indicates that the 1989 budgeted expenditures were greater than revenue by $145,800; 1989 actual expenditures were greater than revenue by $109,400; 1990 budgeted expenditures were greater than revenue by $6,400.

*** **For 1990, additional expenditures were for the most part offset by additional revenues.**

Appendix I

FRENCH IMMERSION COST ANALYSIS

(1) This analysis indicates that in 1989 there were two additional classes as a result of the French Immersion program. Based on 1989 data, the average elementary class size was 23.41. Total elementary French Immersion enrolment of 1,516 divided by average class size of 23.41 equals 65 classes. Appendix II(i) indicates that in 1989 there were 67 classes or 2 additional classes. The additional classes can be attributed to a combination of factors:

- small rooms at Temple Anshe Sholom resulting in small class sizes for 3 Immersion classes;
- relatively small middle school component at Glen Brae during first 2 years of program phase-in;
- relatively small SK classes in some locations.

Based on average class size data for 1990, there would be no additional instructional costs relating to the French Immersion program. Refer to Appendix III for information on average class size.

(2) Average instructional salaries are lower for the French Immersion program mainly as a result of differences in the length of teaching experience of the teachers in French Immersion. These savings have not been included in this analysis since these teachers will ultimately move up the grid with years of experience. This equates to a lower per pupil cost of approximately $360 per elementary French Immersion pupil.

(3) Includes the expenditures for the French Immersion Program textbooks/teaching materials and for English subjects taught in this program. However, 1989 was an exceptional year for elementary Immersion textbook acquisition:

- opening of Norwood Park middle school necessitated purchase of all textbooks for subjects taught in English (50% program);
- citywide textbook replacement of out-of-date titles (second year of 3-year textbook plan);
- textbooks for 10 Immersion classes being established for the first time.

Comparison of Budgeted Elementary Textbook Allocations

1987	1988	1989	1990	1991 Request
$62,150	75,300	134,300	85,200	60,500

(4) The allocation for library books is for both the French Immersion and Core French program. It has been included in these costings because the expenditures are reported in one account and cannot be differentiated.

(5) This analysis assumes that the rental of space at Anshe Sholom Temple to accommodate the program at G. R. Allan would have been incurred regardless of the existence of the French Immersion program.

FRENCH IMMERSION COST ANALYSIS

(6) Represents general legislative grants for French as a Second Language (FSL)-French Immersion. If students are not in a French Immersion program, they are mandated by the Ministry of Education to receive Core French instruction.

	French Immersion	Core French/ English Program	Estimated Net Cost
1989- Expenditures	$ 429,000	$ 180,000	
- Revenues (FSL Grants)	283,200	92,000	
Excess Expenditures over Revenue	$ 145,800	$ 88,000	
1990- Expenditures	$ 327,300	$ 190,000	
- Revenues (FSL Grants)	320,900	113,000	
Excess Expenditures over Revenue	$ 6,400	$ 77,000	$ 70,600

(7) Enrolment in the French Immersion program is as follows:

	1989	1990
Elementary	1,516	1,577
Secondary	202	221
	1,718	1,798

Non-residents have not been included in this analysis since the costs relating to these pupils are offset by grants and cash tuition fees.

1990 11 28

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 29, 1989

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GPID	TOTAL	CLASS SIZE
1												1			
2											1			1	2
3											2	1		3	3
4											4	4		8	4
5											3	5		8	5
6											6	17		23	6
7											6	13		19	7
8			1								4	27		32	8
9											2	6	1	9	9
10	2										4	3		9	10
11	3	3									2			8	11
12	2	1						1					1	5	12
13	4	4									2			10	13
14	5	6	1								3			15	14
15	10	9	1								1			21	15
16	19	6	2	3				1		1	3			34	16
17	10	11	3	3	1				2			1		31	17
18	16	21	7	4	3	2	1	1	1					56	18
19	23	21	9	3	5			2	1	2			2	68	19
20	30	11	16	13	3	3	1	2	3	7			4	93	20
21	8	13	10	11	12	3	1	5	1	5			3	74	21
22	1	14	25	10	12	3	4	7	5	2			2	87	22
23	1	11	19	11	15	11	8	9	6	17				108	23
24		7	18	16	9	15	11	8	11	9				104	24
25		5	15	22	8	21	9	9	6	14				109	25
26		2	4	14	15	7	13	9	10	7				81	26
27		1	3	3	10	9	12	15	7	10				69	27
28			1	1	9	19	12	9	12	3				66	28
29				1	4	3	3	4	7	1				23	29
30					2		3	2	4	2				13	30
31							2	2	2	1				7	31
32							1		4	-				5	32
33							2	2	1					5	33
34														0	34
35														0	35
36														0	36
37														0	37
38														0	38
39														0	39
40														0	40
T.CLSS	136	146	136	114	108	96	83	88	83	82	42	78	15	1206	
T.PPLS	2397	2802	2976	2601	2591	2407	2155	2202	2145	1978	344	555	288	25441	
A.C.S.	17.63	19.19	21.88	22.82	23.99	25.07	25.96	25.02	25.84	24.12	8.19	7.12	19.20		

OMITTED FROM THIS REPORT: ALTER ED 35

TOTAL ENROLMENT: SEPTEMBER 29, 1989..... 25476

Pupils Kdgn -8 = 21,857 - 1516 = 20,341

Classes Kdgn -8 = 936 - 67 = 869

	ALL	F.I.	C.F.
A.C.S.	23.35	22.63	23.41

APPENDIX II (i)

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 29, 1969
French Immersion Program Only

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP GLD	SP ED	SP GFTD	TOTAL	CLASS SIZE
2														0	2
3														0	3
4														0	4
5														0	5
6														0	6
7														0	7
8														0	8
9														0	9
10														0	10
11														0	11
12								1						1	12
13														0	13
14														0	14
15			1											1	15
16														0	16
17		3							1					3	17
18					1									1	18
19		2		1	2				1					6	19
20				2	1				1					4	20
21		1	3	1	3									8	21
22		2	3	3	1			1						10	22
23			3	1	1	1		1						7	23
24		1	1	1	1	2	1							7	24
25		2				3	1							6	25
26							2							2	26
27		1					2							3	27
28						2				1				3	28
29								1	1					2	29
30									1					1	30
31										1				1	31
32														0	32
33														0	33
34														0	34
35														0	35
36														0	36
37														0	37
38														0	38
39														0	39
40														0	40
T.CLSS	0	11	11	10	10	8	6	4	5	2	0	0	0	67	
T.PPLS	0	238	237	216	208	202	155	86	115	59	0	0	0	1516	
A.C.S.		21.64	21.55	21.60	20.80	25.25	25.83	21.50	23.00	29.50					

Pupils Kdgn - 8 = 1516
Classes Kdgn - 8 = 67
A.C.S.1516/67 = 22.63

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 28, 1990

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GFTD	TOTAL	CLASS SIZE
1															
2											1	1		2	2
3											3	2		5	3
4											2	5		7	4
5											1	9		10	5
6											3	7		10	6
7											1	21		22	7
8											5	31		36	8
9												5		5	9
10	1	1									5	3		10	10
11	1		1								4		1	7	11
12	2	1									2		1	6	12
13	5	4									1			10	13
14	10	8	1								1			20	14
15	12	9	1						1	2			1	26	15
16	7	11		1			1				3			23	16
17	15	17	2	1	3			2		1				41	17
18	13	12	4	3	2		2						2	38	18
19	17	16	10	10		1		2	2	3				61	19
20	24	12	30	10	4	3	1	6	2	1				93	20
21	15	10	20	8	13	7	5	5	8	7			3	101	21
22	8	13	18	16	17	12	3	5	8	5			1	106	22
23	1	13	14	24	5	12	10	10	6	3			4	102	23
24		8	12	11	14	16	5	10	6	10				92	24
25		8	10	14	15	12	6	8	8	9				90	25
26		6	6	13	16	12	18	13	12	4		1		101	26
27			8	2	13	5	12	7	11	6			1	65	27
28				6	5	8	7	6	8	8				48	28
29					2	3	7	9	4	8			1	34	29
30						3	5	3	7	7				25	30
31						1	5	1	2	5				14	31
32						1	2	1						4	32
33										1				1	33
34														0	34
35														0	35
36														0	36
37														0	37
38														0	38
39														0	39
40														0	40
T.CLSS	131	149	137	119	109	96	89	88	85	80	32	85	15	1215	
T.PPLS	2348	2889	2984	2723	2605	2361	2303	2186	2140	2035	282	611	307	25774	
A.C.S.	17.92	19.39	21.78	22.88	23.90	24.59	25.88	24.84	25.18	25.44	8.81	7.19	20.47	21.21	

OMITTED FROM THIS REPORT: ALTER ED 38

TOTAL ENROLMENT: SEPTEMBER 28, 1990 25812

Pupils Kdgn - 8 = 22,226 - 1577 = 20,649

Classes Kdgn - 8 = 952 - 68 = 884

23.35 23.19 23.36

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 28, 1990 .
French Immersion Program Only

CLASS SIZE	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	CLASS SIZE
2										0	2
3										0	3
4										0	4
5										0	5
6										0	6
7										0	7
8										0	8
9										0	9
10										0	10
11										0	11
12										0	12
13										0	13
14										0	14
15		1								1	15
16	1									1	16
17	3						2			5	17
18	1		1							2	18
19			1		1		1			3	19
20		1	1		1		1			4	20
21	2	4	1							7	21
22	1	2	1	3	2					9	22
23		1	1			1				3	23
24	1	1	2	1	1					6	24
25	2	1	2	2				1		8	25
26					2	2	2			6	26
27						1		1	1	3	27
28				2			1			3	28
29						2				2	29
30						1		1	2	4	30
31									1	1	31
32										0	32
33										0	33
34										0	34
35										0	35
36										0	36
37										0	37
38										0	38
39										0	39
40										0	40
T.CLSS	11	11	10	8	7	7	7	3	4	68	
T.PPLS	223	235	221	196	159	190	153	82	118	1577	
A.C.S.	20.27	21.36	22.10	24.50	22.71	27.14	21.86	27.33	29.50	23.19	

COSTING THE TRANSPORTATION RECOMMENDATIONS OF THE FRENCH IMMERSION STRATEGIC PLANNING COMMITTEE

METHOD

The general recommendation of the French Immersion Strategic Planning Committee was to apply the board transportation policy to students in the French Immersion program. It was recommended that this be a phased process, over a five (5) year period (1992–1996). The costing was done by plotting all students currently in the program on a large map and coding them by grade and school. The three distances in the phased process (3.2 km, 2.4 km, 1.6 km) were then applied on the map, approximating actual distances. The numbers of students who were eligible for transportation in each of the three phases of the recommendation were determined by school . The costing was based on the 1990 year for all three phases of the recommendation. These figures are based on all eligible students using transportation and are costed at maximum. They include bus supervisors under the current board policy. The figures include only students who are residents of Hamilton and who are attending the school in their designated French Immersion Attendance Area. The results of the costing are shown below.

NET COST OF TRANSPORTING FRENCH IMMERSION STUDENTS

SUMMARY
(based on 1990 enrolment figures)

	3.2 km	*2.4 km*	*1.6 km*
Elementary	$261,367	$345,845	$390,414
Senior Kindergarten	35,520	52,170	83,250
Secondary	19,980	19,980	19,980
Total Cost of Transportation (1 & 2)	$316,867	$417,995	$493,644
Less Transportation Grant (3)	137,381	187,361	210,967
Actual Cost to Board	$179,486	$230,634	$282,677

1. Current costing figures reflect the maximum cost to the board.
2. If additional French Immersion schools are added, the need for transportation will diminish.
3. Changes in the grant structure, effective July 1, 1991, will result in lower transporation grants.

Pages 2 through 5 show the numbers of students eligible for transportation and the costs, broken out by Kindergarten, Grades 1-8, and secondary. Page 6 shows projected grants. Page 7 identifies students who would be transported under the board's transportation policy if they were not in the French Immersion Program.

NUMBER OF ELEMENTARY FRENCH IMMERSION STUDENTS ELIGIBLE FOR TRANSPORTATION

(based on 1990 enrolment figures)

School	*# of Students*	*# of Walkers*	*# Eligible for Transportation*	*Phase #1 over 3.2km*	*Phase #2 over 2.4 km*	*Phase #3 over 1.6 km*
Glen Brae	70	6	64	43	54	64
Glen Echo	78	26	51	17	27	51
A.M. Cunningham	145	99	38	5	20	38
Sanford Avenue	70	57	0	0	0	0
Ryerson	109	62	43	14	25	43
Earl Kitchener	255	237	9	0	3	9
George R. Allan	208	168	38	15	29	38
Dalewood	31	25	0	0	0	0
Peace Memorial	101	59	42	24	28	42
Norwood Park						
(SK–5)	282	46	235	154	180	235
(6–8)	156	15	140	87	110	140
Total Students	1,505	800	660	359	476	660

1. In all cases, only Hamilton resident students are included in the data.
2. There are 45 students who attend a French Immersion school outside their own French Immersion attendance area and live in the city of Hamilton. These would not be eligible for transportation and are not included in the costs.

ANNUAL COST OF TRANSPORTING GRADES 1-8 FRENCH IMMERSION STUDENTS BY SCHOOL

(based on 1990 enrolment figures)

School	*Phase #1 over 3.2 km*	*Phase #2 over 2.4 km*	*Phase #3 over 1.6 km*
Glen Brae	$26,892 (a)	$26,892 (a)	$26,892 (a)
Glen Echo	(share w/ Glen Brae)	26,892 (a)	26,892 (a)
A.M. Cunningham	13,875 (c)	22,757 (b)	26,892 (a)
Ryerson	22,757 (b)	26,892 (a)	26,892 (a)
Earl Kitchener	(share w/ Ryerson)		
G.R. Allan	22,757 (b)	26,892 (a)	26,892 (a)
Peace Memorial	26,892 (a)	26,892 (a)	26,892 (a)
Norwood Park	107,568 (a) (4)	134,460 (a) (5)	161,352 (a) (6)
	$220,741	$291,667	$322,704
ADD Bus Supervisor Cost	40,626	54,168	67,710
	$261,367	$345,845	$390,414
LESS Transportation Grant	116,402	162,682	181,552
NET Cost to Board	$144,965	$183,163	$208,862

(a) 72 passenger school bus
(b) 20 passenger mini bus
(c) taxi

Some schools may be able to share routes, but the same number of buses would be required.

COST OF TRANSPORTING SENIOR KINDERGARTEN FRENCH IMMERSION STUDENTS

(based on 1990 enrolment figures)

School	*Phase #1 over 3.2 km*	*Phase #2 over 2.4 km*	*Phase #3 over 1.6 km*
Peace Memorial	3	3	6
Norwood Park	27	32	41
Glen Echo	1	5	13
G.R. Allan	0	3	5
Earl Kitchener	1	2	5
A.M. Cunningham	0	2	5
	32	47	75

For the purpose of this report, the costing is based on one way taxi at the mid-day (present rate is $6.00 per student).

ANNUAL COST

School	*Phase #1 over 3.2 km*	*Phase #2 over 2.4 km*	*Phase #3 over 1.6 km*
Peace Memorial	$3,330	$3,330	$6,660
Norwood Park	29,970	35,520	45,510
Glen Echo	1,110	5,550	14,430
G.R. Allan	0	3,330	5,550
Earl Kitchener	1,110	2,220	5,550
A.M. Cunningham	0	2,220	5,550
	$35,520	$52,170	$83,250
LESS Transportation Grants	7,992	11,692	16,428
NET Cost to Board	$27,528	$40,478	$66,822

Kindergarten is based on a km. rate of .80—no daily allowance for the vehicle

- Based on September, 1990 enrolment.
- Alternate transportation (mini bus) is possible.
- Costed at maximum.

COST OF BUS TICKETS FOR SECONDARY FRENCH IMMERSION STUDENTS

72 students are eligible for public transit tickets (over 2 miles)

Cost:	$1.50 per day per student	=	$108.00
	Per annum	=	$19,980.00
Grant:	Per day	=	$70.20
	Per annum	=	$12,987.00
Actual Cost to Board:	Per day	=	$37.80
	Per annum	=	$6,993.00

NOTES:

- January 1, 1991 – $1.60 per day
  July 1, 1991 – $1.70 per day (change in H.S.R. rates)
- 65% of the expenditure for bus tickets is eligible for grant.
- These costs would be reduced if an additional French Immersion site for secondary students was opened on the mountain.

GRANTS

(Based on 1990-91 Ministry Application)

	Daily Cost to Board	*Eligible for Grant*	*Actual Grant*	*Actual Cost to Board*
72 Passenger bus	$145.36	$120.27	$81.78	$63.58
20 Passenger mini-bus	123.01	90.53	61.56	61.45
4 Passenger taxi	60.00	22.65	15.40 (represents 68% of eligible for grant amount)	44.60

* September, 1990 rates

STUDENTS WHO WOULD HAVE BEEN ELIGIBLE FOR TRANSPORTING IF NOT ENROLLED IN FRENCH IMMERSION

(based on 1990 enrolment figures)

Students enrolled in French Immersion, *but would have been eligible for transporting if attending community school:*

Glen Brae	13	
Glen Echo	2	
Peace Memorial	15	
Norwood Park	94	
G. R. Allan	22	
	146	(of the 660 to be transported at the 1.6 km distance)

Because the students would have been dispersed to many routes, the small number, in most instances, would not have overloaded the existing buses. Only three of the routes would be unable to accommodate the additional students (31).

Possible Implications of Transportation Recommendations

The following issues and concerns are brought to the attention of the Trustees by Senior Management in response to the recommendations regarding transportation.

- In some parts of the city, transportation may not alleviate accommodation problems, however the opening of additional site(s) would reduce the concerns regarding transportation.
- Since the Junior Kindergarten program is not mandated, transporting French Immersion students might result in requests to transport Junior Kindergarten students who could not be accommodated in their community schools.
- Providing bus tickets for secondary school French Immersion students might result in requests to provide bus tickets for other secondary programs that are only offered at certain schools.
- Since we will continue to operate under severe financial constraints, there may be other consequences of adding transportation costs at this time.
- Changes in the provincial transportation grants and the current review of the transportation policies of the board may have some implications for the implementation of the recommendations.

ENROLMENT BY GRADE IN THE FRENCH IMMERSION PROGRAM: SEPTEMBER 28, 1990

PART A: ELEMENTARY SCHOOLS

SCHOOL	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL
A.M.CUNNINGHAM	24	25	19	28	22	29				147
EARL-KITCHENER	46	47	43	41	32	53				262
G.R.ALLAN	43	42	39	46	34	26				230
GLEN ECHO	22	21	11	15	12					81
NORWOOD PARK	55	53	60	53	46	59	54	47	37	464
PEACE MEMORIAL	16	26	20	14	18	13				107
SANFORD AVENUE	17	15	13	13	13					71
DALEWOOD							34			34
GLEN BRAE							39	12	18	69
RYERSON							32	35	45	112
TOTAL	223	229	205	210	177	180	159	94	100	1577 *

PART B: SECONDARY SCHOOLS

	GR09	GR10	GR11	GR12/OAC	TOTAL
WESTDALE	69	48	46	58	221 *

1798 *

Research Services Department
Hamilton Board of Education
October 12, 1990

FRENCH IMMERSION ENROLMENTS AND FORECASTS: CITY TOTALS BY GRADE
SEPTEMBER 30, EACH YEAR / ELEMENTARY PANEL

	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL
1975-76	50									50
1976-77	46	45								91
1977-78	83	42	39							164
1978-79	88	78	40	35						241
1979-80	78	83	71	34	30					296
1980-81	93	74	74	70	33	32				376
1981-82	110	88	66	72	69	27	30			462
1982-83	136	101	83	62	70	64	25	32		573
1983-84	132	132	91	78	61	61	63	30	33	681
1984-85	218	131	126	92	69	57	59	61	24	837
1985-86	237	214	121	117	85	64	55	61	56	1010
1986-87	239	212	193	109	106	81	54	49	56	1099
1987-88	237	229	211	178	102	108	78	57	47	1247
1988-89	241	232	223	195	167	103	104	68	54	1387
1989-90	253	223	215	207	192	166	95	98	67	1516
1990-91	223	229	205	210	177	180	159	94	100	1577
1991-92	240	206	213	195	192	171	170	152	94	1633
1992-93	240	220	191	204	177	184	162	164	152	1695
1993-94	240	220	204	183	183	170	175	157	165	1696
1994-95	240	221	204	195	165	176	161	168	157	1688
1995-96	240	220	204	195	176	159	167	155	169	1686
1996-97	240	220	204	196	176	169	151	161	155	1673
1997-98	240	220	204	196	177	170	161	145	161	1674
1998-99	240	220	204	196	176	170	161	155	145	1667
1999-00	240	220	204	196	176	170	161	155	155	1677
2000-01	240	220	204	196	176	170	161	155	155	1678

ASSUMPTIONS

(1) Seven junior elementary schools will operate with a maximum enrolment of 275 kindergarten pupils.
The forecasting assumption for kindergarten is held at 240 pupils.

(2) Retention rates through the grades are the rates for the three interfaces between the three most recent years.

Research Services Department
Hamilton Board of Education
November 20, 1990

FRENCH IMMERSION ENROLMENTS AND FORECASTS: CITY TOTALS BY GRADE SECONDARY PANEL, SEPTEMBER 30, EACH YEAR

	GR 8	GR 9	GR 10	GR 11	GR 12	GR 13	TOTAL
1983-84	33						
1984-85	24	25					25
1985-86	56	26	25				51
1986-87	56	47	25	22			94
1987-88	44	51	46	22	20		139
1988-89	54	45	46	39	19	15	164
1989-90	67	61	43	47	39	12	202
1990-91	100	69	48	46	37	21	221
1991-92	94	106	59	51	36	20	273
1992-93	152	100	88	63	40	19	311
1993-94	165	161	84	94	50	22	410
1994-95	157	175	134	90	74	27	499
1995-96	169	166	146	143	70	40	566
1996-97	155	179	139	156	113	38	625
1997-98	161	164	149	149	123	61	646
1998-99	145	171	137	160	117	66	651
1999-00	155	154	142	147	126	63	631
2000-01	155	164	128	152	115	68	628

NOTES
To September, 1990, all secondary French immersion students were enrolled at Westdale Secondary School.

Research Services Department
Hamilton Board of Education
November 21, 1990

REPORT ON THE FRENCH IMMERSION PROGRAM
1988-89 and 1989-90

Introduction

The French immersion program has been available to Hamilton students for fifteen years. At its inception, Research Services was requested to prepare an annual evaluative report on the program for twelve years. This report included information about enrolment in French immersion, retention in the program (i.e., continuation from one grade to the next), and summaries of the results obtained by French immersion students on standardized tests. These annual reports have continued beyond twelve years in order to monitor the effects of expansion of the program.

This report presents data from 1988-89 and 1989-90 in the context of all data since 1975-76. A glossary of terms used in this report is presented in Appendix 1 for your convenience.

Enrolment

The French immersion program has expanded to meet demands for service. Increases in enrolment in the French immersion program reflect this expansion of the program. (See Appendix 2.) The program began with 50 senior kindergarten students enrolled in 1975-76. As of 1988-89, the program had expanded to cover all grades from senior kindergarten to O.A.C., and enrolment that year was 1,551. In 1989-90, the total number of students enrolled in French immersion was 1,718, an increase of 167 students (10.8%). This figure (10.8%) is no longer confounded by additions of new grades to the French immersion program, and may be an indicator of increases in French immersion enrolment to be expected in future years.

Retention: Students Continuing in the Program

The number of students continuing in the program from one year to the next is calculated by comparing the number of students in a particular grade in one school year to the number of students in the following grade in the next school year. These calculations are made for senior kindergarten to grade 12 only, excluding students moving from grade 12 to O.A.C.

1975-76 to 1989-90: Over the 14 years for which this information is available, the average rate of retention from one grade to the next has been 94.2%. The standard deviation around this mean is 3.3%; thus, the expected range for retention (per year) is 90.9% to 97.5%.

1987-88 to 1988-89: **92.3%** of the 1987-88 French immersion enrolment continued in the program in the 1988-89 school year. This is within the expected range.

1988-89 to 1989-90: **97.6%** of the 1988-89 French immersion enrolment continued in 1989-90, slightly more than expected.

Standardized Testing Program

Description

Over the years, four types of tests have been administered to French immersion students:

* **Tests of ability** included the Henmon-Nelson Test of Mental Ability (prior to 1986-87) and the Otis-Lennon School Ability Test; these are designed to measure those underlying abilities which are important in school learning. Raw scores of Hamilton students are compared to those of the American norm group.

* **Achievement in reading** English (vocabulary and comprehension) has been tested on the Reading subtests of the Canadian Achievement Tests, and the Gates-MacGinitie Reading Tests. The norm group is Canadian.

* **Achievement in math** has been tested in English on the Mathematics subtests of the Canadian Achievement Tests. The norm group is Canadian.

* **Achievement in reading French** as been tested on the O.I.S.E. French Comprehension Test. The norm group is Canadian, comprised of students in French immersion programs.

NOTE: For senior kindergarten students, combined **reading and math readiness skills** were tested on the Metropolitan Readiness Tests.

Testing of these skills and abilities has been done in selected grades in the past. Currently, testing of French immersion students is limited to the city-wide standardized testing program including the Otis-Lennon and C.A.T. (grades 3 and 6), and the Gates-MacGinitie (grades 5 and 8). Currently, no city-wide testing is done in secondary school.

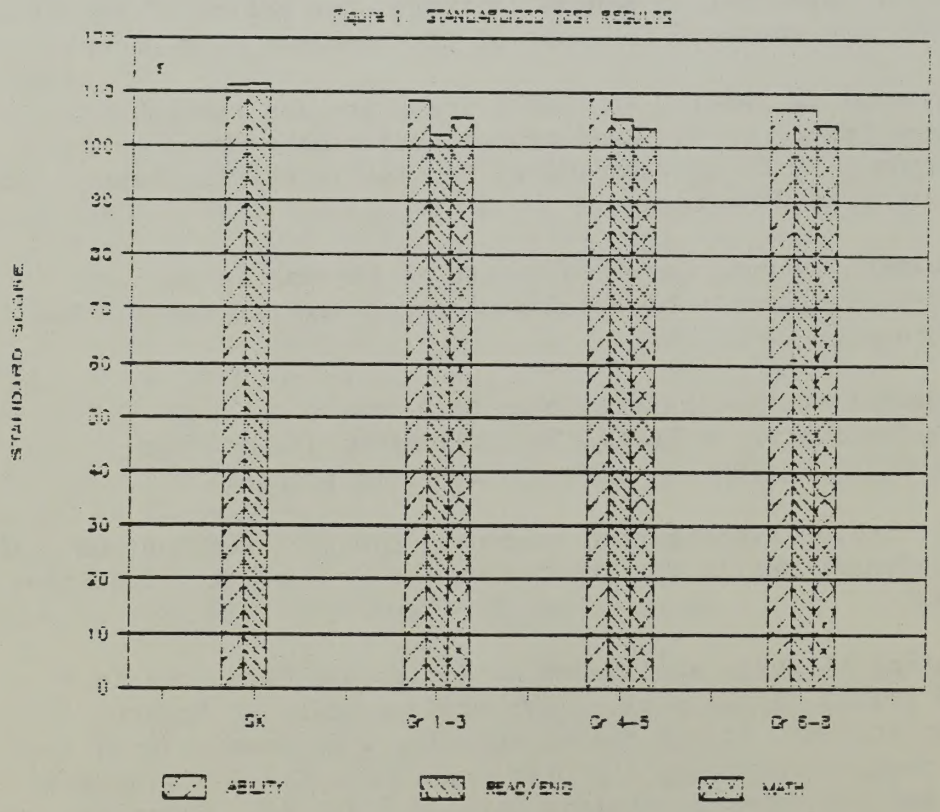
Results

French immersion results of achievement and school ability tests for all years combined are summarized graphically in Figure 1. Results have been grouped for grades one to three, four and five, and grades six to eight in order to increase the

reliability and interpretability of observations. Senior kindergarten is separate as the achievement test administered is qualitatively different, a combined test of reading and math readiness. Scores for all tests have been converted to standard scores to facilitate comparison. A score of 100 represents the mean (i.e., average) score. The standard error of the mean is about 4 points; thus, for a group of students (as in Figure 1.), the Average range is from 96 to 104.

In Figure 1., school ability scores have been corrected (5 points subtracted) for the normal 5 point difference between American and Canadian norm groups. This was done to afford a more accurate comparison of academic achievement and school ability. Uncorrected school ability scores, as well as all other test scores (average score per year) are presented in Appendix 3.

Results of French comprehension tests are not presented in the graph. These scores reflect comparison to a norm group of other French immersion students. Scores which are average (i.e., above 96) in comparison to this group may be above average for the population as a whole. This should be taken into account in interpretation of scores in Appendix 3 also.



The standardized test scores of French immersion students were analyzed to address the question of whether the overall achievement of French immersion students is satisfactory. Two comparisons were necessary in order to fully answer this question. These are described below, and pertinent findings are summarized.

a) **Comparison of the achievement of French immersion students to other students of the same age to determine whether French immersion students are progressing at an average rate.**

* All mean scores on academic achievement tests fall at least within the expected range (i.e., above 96).
* Thus, in comparison to the Canadian school children in the norm groups, **Hamilton French immersion students, on the whole, exhibit at least Average progress in reading in English, and math, and their skills in reading in French, are Average in comparison to other Canadian French immersion students.**

b) **Comparison of the achievement of French immersion students to their own school ability scores to determine whether they are progressing at the rate expected for their ability.**

* Analysis of 12 sets of City and French immersion mean scores confirms that the mean school ability scores of French immersion students is significantly higher than for the city as a whole ($p < .05$).

The achievement levels of the French immersion students should generally be consistent with these higher ability levels. Some delay in English skills might be anticipated during initial acquisition of French literacy skills, a pattern which appears to be present in Figure 1.

For reading in English and math, t-tests were carried out for each grade-grouping to examine the difference between (corrected) school ability scores and achievement scores ($p<.005$ for each comparison) with the following results.

Table 1. Comparisons of the Achievement Scores of French Immersion Students to Their School Ability Scores

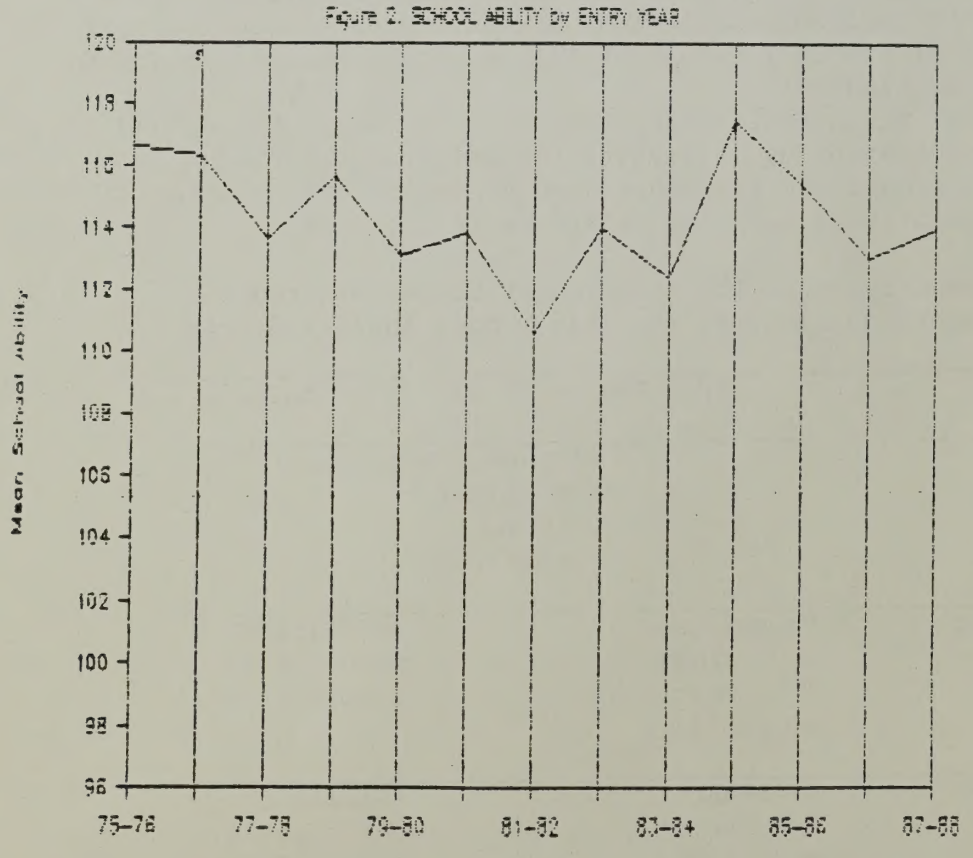
	READ-ENG.	MATH.
SK.	(Academic Readiness) *CONSISTENT with school ability	
GR. 1-3	*significantly **LOWER** than school ability	*CONSISTENT with school ability
GR. 4-5	*VARIABLE but overall, CONSISTENT with school ability	*VARIABLE but overall, CONSISTENT with school ability
GR. 6-8	*CONSISTENT with school ability	*CONSISTENT with school ability

The acquisition of English reading skills by Hamilton students in French immersion programs appears to be progressing in a predictable pattern, with English reading skills appropriate to student ability levels by the time students complete middle school.

The Mathematics skills of French immersion students appear to be consistent with the ability levels of these students throughout elementary school.

Reading (comprehension) skills in French are average in comparison to other Canadian French immersion students. If these other Canadian French immersion students are also somewhat above average in school ability, as is likely the case, then the French reading scores of our students can be considered to be consistent with their ability levels (i.e., at expected levels).

Another question of interest is whether ability levels of French immersion students show particular trends as the program expands. Figure 2 presents the mean school ability scores (uncorrected) for all students who entered the French immersion program in a particular year.



The overall mean is 114.3, standard deviation 1.9 points, and thus the expected range is 112.4 to 116.2. Mean scores for the French immersion students who entered the program in the first two years of the program (1975-76 and 1976-77) and in 1984-85 are slightly above this expected range, while the mean score of the class entering in 1981-82 is below the expected level. While some variability is present, a clear trend toward higher or

lower ability levels of French immersion students is not currently evident. Data for classes entering after 1983-84, however, is not yet complete as these students have not reached grade six.

Summary

Enrolment:

- 1,718 students in the French immersion program in 1989-90
- program available SK to O.A.C. since 1988-89
- 10.8% increase from 1988-89 to 1989-90 may be indicative of increases which can be expected in the future.

Retention:

- Overall, 90.9% to 97.5% of French immersion students can be expected to continue in the program from one year to the next.
- Retention rate from June, 1988 to September, 1989 (92.3%) was within this expected range.
- Retention rate from June, 1989 to September, 1990 (97.6%) was slightly higher than the expected level.

Standardized Test Results:

- Available test results for French immersion students are summarized graphically in Figures 1 and 2, and presented in full in Appendix 3.
- School ability scores of French immersion students, as a group, are significantly above the mean score for the city as a whole.
- Over the years of the program, mean school ability scores for classes of a particular entry year show some variability but no clear trend (up or down) as the program expanded.
- By division, all achievement results of French immersion classes are average to above average.
- English reading skills (C.A.T., Gates-MacGinitie) are at expected levels (i.e., consistent with school ability) by completion of middle school.
- French reading skills (O.I.S.E. French Comprehension Test) are average in comparison to other Canadian French immersion students and, thus, likely at the levels expected for ability.
- Mathematics skills (C.A.T.) are consistent with ability throughout.

GLOSSARY OF TERMS

mean:	the arithmetic average of a group of scores
median:	the middle score of a group of scores
mode:	the most frequently occurring score in a group of scores
variability:	refers to the way scores are distributed around the mean - i.e. the "scatter"
standard deviation:	a measure of variability
expected range:	within one standard deviation of the mean, where 68% of scores would fall
t-test:	a statistical test of the difference between two mean (average) scores
$p < .05$:	means that the probability that the finding is in error is less than 5%; i.e., we are 95% confident that the difference is real, and not a result of random fluctuation. Other values of p are interpreted similarly; e.g., $p < .005$ indicates 99.5% confidence. More stringent error rates (i.e., smaller values of p) are adopted when multiple comparisons are made.

APPENDIX 5.3

Transportation for French Immersion Students

a) Central Ontario Region

The following Board of Education do offer French Immersion transportation:

Brant County Public
Brant County Separate
Dufferin Peel Separate
Durham Public
Durham Separate (combined with bus passes if possible)
East York
Etobicoke
Haldimand (transportation provided to Hamilton)
Halton
Hamilton - Wentworth
Hastings (within city and in-county where possible)
Hastings - King Edward Separate
North York Board
Peterborough-Victoria Northumberland - Durham
Victoria
Lincoln County Public
Niagara South
Peel
Northumberland - Newcastle
Toronto Board of Education (SK-4 busing, transit passes after Gr. 5)
York Region Separate
City of York (bused to F.I. schools after busing to home school)
Wellington Public
Wellington Separate
York Region Public

Transportation is not provided by the following Boards:

Halton Separate (students begin in Grade 5)
Hamilton (presently looking at the possibility)
Metropolitan Toronto Separate (students from 5-8 receive bus passes).
Norfolk Public
Scarborough
Waterloo

...Cont'd

French Immersion programs are not offered in:

Dufferin Public
Haliburton
Haldimand-Norfolk Separate
Lincoln County Separate
Prince Edward County
Waterloo Region Separate
Simcoe
Simcoe Separate
Wentworth

b) Eastern Ontario Region

French Immersion transportation is offered at the following Boards:

Carleton Public
Carleton Separate
Frontenac County
Frontenac-Lennox and Addington County Separate
Lanark County
Lanark Leeds and Grenville Separate
Leeds and Grenville County (late F.I.)
Lennox and Addington County
Ottawa Separate
Prescott and Russell County
Prescott and Russell Separate
Renfrew County
Renfrew County Separate
Stormont Dundas and Glengarry Separate

c) Western Ontario Region

The following Boards of Education do offer French Immersion transportation.

Bruce-Grey Separate
Elgin (transportation provided to London)
Essex
Essex Separate
Grey County
Huron-Perth
Kent County (purchased from Separate Board)
Kent County Separate
Lambton
London and Middlesex Separate
London
Middlesex
Oxford Separate
Windsor

French Immersion programs are not offered in:

Bruce County
Elgin Separate
Huron
Lambton Separate
Oxford
Perth

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